

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13AL3**

School Type (Public Schools):      **Charter**      **Title 1**      **Magnet**      **Choice**  
☐      ☐      ☐      ☐

Name of Principal: Dr. Jimmy Hull

Official School Name: Holtville High School

School Mailing Address:      10425 Holtville Road  
   Deatsville, AL 36022-3066

County: Elmore      State School Code Number\*: 0020

Telephone: (334) 569-3034      E-mail: jimmy.hull@elmoreco.com

Fax: (334) 569-1013      Web site/URL: http://holtville.ech.schoolinsites.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_  
(Principal's Signature)      Date \_\_\_\_\_

Name of Superintendent\*: Dr. Jeff Langham      Superintendent e-mail: jeff.langham@elmoreco.com

District Name: Elmore County Public Schools      District Phone: (334) 567-1200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature)      Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Larry Teel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)      Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)  
4 Middle/Junior high schools  
4 High schools  
0 K-12 schools  
14 Total schools in district
2. District per-pupil expenditure: 8054

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	77	77	154
10	89	70	159
11	35	39	74
12	46	62	108
Total in Applying School:			495

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
11 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
85 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 7%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	34
(4)	Total number of students in the school as of October 1, 2011	487
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 1%  
Total number of ELL students in the school: 1  
Number of non-English languages represented: 1  
Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 51%

Total number of students who qualify: 251

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 52

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>0</u>
Total number	<u>43</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	92%	94%	94%	94%	94%
High school graduation rate	80%	96%	93%	90%	90%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>97</u>
Enrolled in a 4-year college or university	<u>41%</u>
Enrolled in a community college	<u>18%</u>
Enrolled in vocational training	<u>10%</u>
Found employment	<u>21%</u>
Military service	<u>10%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Holtville High School is a rural school located in Deatsville, Alabama in Elmore County. It is the smallest high school in the Elmore County Public Schools District. Holtville High School is a four-year comprehensive 4A public high school currently serving middle to low-income students in the communities of Deatsville, Elmore, Wetumpka, and Marbury. The school prides itself in its ongoing relationship with the community. Many of our students' parents, grandparents, sisters, brothers, and other family members graduated from HHS. The school has a rich history, which is documented in the 1945 film, *The Holtville Story*. The school is registered with the State of Alabama Landmarks and Heritage.

The school opened in the 1920's and was formally called Holtville Consolidated Schools because it was created from several one room schools and served all grades. The elementary school was added in the early 1980's and the middle school was added in 2000 to accommodate the growing population. Holtville High's current student population is 495, which reflects a steady increase from previous years.

Holtville High School is committed to excellence that aligns with our vision and mission. Our vision is to provide an educational experience that prepares students to learn, work, think, and live successfully in our society. The mission of Holtville High School, in partnership with parents and the community, is to provide an education that encourages each student to increase abilities, enhance self-esteem, and develop responsibility and mutual respect in a safe, structured environment, which promotes academic and social development. We have a curriculum that supports high standards in the core curriculum as well as in the arts, agriculture, finance/business, physical education, ready to work skills, food and nutrition, and law. Students are highly encouraged and motivated to participate daily in class and in extracurricular activities.

Holtville High School has had many academic achievements throughout the past few years.

Academically, HHS has continued to meet Adequate Yearly Progress (AYP) since its inception. Our graduation rate has remained over 92% with the exception of this previous year due to the new graduation configuration for Alabama. Our current graduation rate is 80%, which is still among some of the highest graduation rates in our state. Our graduating seniors have been offered nearly one million dollars in scholarships each year. In 2010, HHS had a National Merit Scholar. We offer AP classes for United States History, Chemistry, Biology, English Language and Composition, and Calculus. HHS is piloting a Microsoft Office Suite (MOS) certification program in the Business Technical Application class. Students have access to four computer labs that have 30 or more desktop computers and a Computer on Wheels (COW) that houses 25 laptops. In summer 2012, our school was renovated and we now have a state of the art science lab. In addition, students learn about character traits every day via announcements and reinforcement from classroom teachers. Being that this is a small school, most teachers teach every student at least once during their tenure at Holtville High School.

We support all of our students by celebrating their excellence and growth. We have honor roll breakfasts each nine weeks and an awards day is held at the end of every school year. Students who are struggling academically get the needed assistance in class via one-on-one or small group instruction as well as during and after school tutoring. Teachers use data from the Alabama High School Graduation Exam and classroom data (including formative assessments) to identify students that are lacking skills to be successful. In addition, students receive remediation throughout the year for the Alabama High School Graduation Exam and special sessions are held during the summer. We highly encourage students to get involved and stay involved in clubs and athletics. In athletics we currently offer volleyball, cross-country, football, track, basketball, wrestling, golf, softball, baseball, tennis, and soccer. Students also have numerous clubs that they can join to develop leadership skills.

We believe each student is able to learn, needs a safe, supportive environment, needs to accept responsibility for his/her actions and academic success, and deserves a quality education. We believe each teacher needs to be knowledgeable and certified in the subject area, motivate students and provide useful instruction, act as a role model for students, set high expectations for students, and deserves the respect

and support of administrators, parents, and the community. We believe parents and the community need to support the efforts of the student, teacher, and school, be actively involved, believe in the importance of a quality education, and deserve to be given the opportunity to assist the school in providing programs to promote student achievement. In closing, therefore, we believe Holtville High School is worthy of the honor of being a National Blue Ribbon School.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

#### **Part A:**

Accountability goals are assessed through the administration of the Alabama High School Graduation Exam (AHSGE). Holtville High School has met or exceeded Adequate Yearly Progress (AYP) all nine years since its inception. Student proficiency and overall school accountability are determined through the AHSGE results. The AHSGE is a set of state criterion-referenced tests created to evaluate the eleventh grade students on state content standards. The test is composed of five subject areas consisting of reading, math, language, science, and social studies. It is initially administered to all tenth grade students at the spring testing session. If students do not pass all parts at that time, then they will have several opportunities during their eleventh and twelfth grade year to pass the test. The pass/fail score varies for each test and is a product of standardization data. The Alabama State Department of Education utilizes the AHSGE data to determine each student's achievement levels and the school's overall AYP status for each year. Levels of proficiency are assigned to each student to determine their competency level and mastery of the state standards. The levels are as follows:

- Level I – did not meet content
- Level II – partially met content standards
- Level III – met content standards
- Level IV – exceeds content standards

#### **Part B:**

No Child Left Behind (NCLB) requires schools meet Annual Measurable Objectives (AMOs) set by the state to make AYP. Schools have to meet the AMO for every grade including all students and each subgroup. In the past five years, the AMO has increased from 86% to 95% in reading and from 74% to 91% in math. Performance data for the AHSGE is collected for reading, math, and graduation rate. In order to meet the criteria for AYP, 95% of all students must participate in testing and all subgroups as well in order to meet the AMO's. Alabama has a new formula to determine graduation rate and schools must show growth from year to year. In addition, Alabama recently created Plan 2020 in lieu of the requirements for NCLB.

Recently, significant gains have been made by our students, particularly our students that receive free lunch. In 2008-2009, we had 33% of our students qualifying for free lunch scoring in Levels I and II. In 2011-2012, we had no students qualifying for free lunch scoring in Levels I and II. While all of our scores have been acceptable for AYP status, there are always areas for improvement. We are constantly working with our minority and free and reduced populations to ensure that they succeed at the highest level possible. It is important to note here that these two particular subgroups are often so small that they do not register of factor as data for the state department. Therefore, percentages of passing scores in these two subgroups are greatly impacted by an increase or decrease by one student from year to year. However, we value every student and strive to help them achieve at the highest level possible regardless of the size of the subgroup. We utilize differentiated teaching strategies, before and after school tutoring, peer tutoring, and remediation to address gaps in learning for all students including the students in the minority and free/reduced lunch subgroups.

Holtville High School has worked to improve the number of students achieving proficiency in all areas of the AHSGE. After the counselor, administrators, and the Building Leadership Team (BLT) have analyzed the data, all teachers are notified of which students that have not met the requirements of the AHSGE. Remediation is available for all students during the school day in class and after school. Remediation sessions are also held during the summer for seniors that have not passed the AHSGE. Math teachers use bell ringers to review AHSGE standards, provide individualized instruction, use small group instruction,

and differentiated instruction strategies. They have also increased the rigor by transitioning to teaching the Common Core Readiness Standards (CCRS). English teachers consistently use Vocabulary for the College Bound Student on a weekly basis to address AHSGE standards as well as ACT skills. Teachers use word walls in order to keep the appropriate vocabulary in circulation so students can use it in classroom activities. Students also have access to USA Test Prep at school and at home. Moreover, the Elmore County Public Schools high school Reading Specialist comes to the school to work individually with students on mastering reading standards. Struggling students are also pulled out of elective classes for remediation.

HHS has a culture of high expectations. We celebrate successes and continue to let students know of our expectations on a daily basis. I think we are successful because of our team oriented effort. By conducting data meetings, all teachers see which students have not met the criteria for the AHSGE. Creating an environment where everyone is concerned is very meaningful to students and parents.

## **2. Using Assessment Results:**

Holtville High School (HHS) uses a variety of assessment data to determine how to improve student achievement and the school's performance. We utilize Alabama Reading and Math Plus Test (ARMT+) data and EXPLORE data from Holtville Middle School in order to help determine the best placement for incoming ninth graders. This data helps to determine which courses these students need to take in order to graduate from HHS. Looking at the ARMT+ data helps us to predetermine which students may have weaknesses in math and reading. We also use data from the Alabama High School Graduation Exam (AHSGE). The AHSGE has five parts (Reading, Language, Biology, Social Studies, and Math) and it determines if a student will graduate from high school. Our goal is for all students to pass every part of the AHSGE. However, we do have some students that do not and these students receive a credit based diploma. Students must pass Reading, Math, and one other section of the AHSGE to receive a credit based diploma. The AHSGE is given in the fall, winter, and spring. After test results come back, the counselor provides the results to the teachers, students, and parents. Students meet with the counselor individually and then letters are mailed to each parent. If parents need additional information about their child's results then they can set up an appointment with the counselor or the administrators. The data from the AHSGE is displayed in our data room. In addition to the AHSGE data, the data room features teacher and student attendance, subgroups, class failure percentage, and strategic teaching strategies that can be helpful in the classroom. We look at each student's scores that have not passed reading and math. We analyze data based on students that are very movable, movable with support, and intensive support needed. Students that are very movable are just a few points away from getting a passing score in math and/or reading. Students that are movable with support just need some extra remediation in the classroom or via USA Test Prep in order to pass reading and/or math. The students that need intensive support are generally our special education students. These students receive extra support in the classroom and with the resource teacher, in the form of one-on-one instruction. We are always looking at the growth of each student. Students receive remediation based on their area of weakness in math and reading and they are strongly encouraged to take full advantage of it receive during school, after school, and during the summer.

HHS creates a Continuous Improvement Plan (CIP). Data from various sources are used to drive instruction and provide strategies on how to help students in reading and math. The plan also provides strategies to increase parental involvement, and analyzes other needs of the school such as ELL students, discipline, and professional development. The purpose of the CIP is to serve as a map to assist the school in identifying improvement goals based on comprehensive data analysis and self-evaluation. The plan is created with the students as our main focus and created with collaboration from teachers, students, and parents. Goals are established that are supported with strategies and action steps to assure that we have success in every aspect of HHS. Once the plan is complete and approved by the superintendent, it is distributed to every faculty and staff member. The plan is reviewed in detail to make sure everybody knows the goals for the school and how they will be met. The CIP is posted on the school's website for the community and a CIP bulletin board is created in order for students, parents, and visitors to see what

we are doing at HHS and how we are going to reach our academic goals. The CIP is reviewed by the faculty periodically to ensure that the plan is working and we make changes as needed. In addition, a CIP Newsletter is created for parents and students to make sure they know the goals for HHS. The CIP Newsletter is also visible in every classroom. We make every effort to keep all stakeholders informed.

### **3. Sharing Lessons Learned:**

Holtville High School shares its successes in a variety of ways. Being that Elmore County Public Schools is accredited as a district, we work together as a county and have common goals. Teachers and administrators meet throughout the year to share best practices. Core teachers meet throughout the year with other teachers in the county to create and/or review pacing guides or to work on a whole-district initiative.

The Curriculum Specialist and the School Improvement Specialist visit the school regularly in order to gauge what is successful at our school that may be successful at another high school in the county or to give us some new insight. The Superintendent along with members of the Local Education Agency (LEA) Roundtable, which is made up of representatives from all schools, gather to discuss the successes and difficulties at each school. The LEA Roundtable consists of central office personnel, principals, assistant principals, teachers, and parents. Members of the LEA Roundtable visit our school as well as other schools in the county and conduct walkthroughs. The team provides the school with commendations and recommendations for improvement.

Holtville High School has participated in The Powerful Conversations Network through The Alabama Best Practices Center over the past years. Administrators and teachers from all over the state meet four times a year to discuss current trends in education. During these sessions, we get to share strategies that succeed in our school and we learn what other schools in the state have found successful. We also learn about about new technology, formative assessments, and new state initiatives.

Our most recent initiative that was shared with other schools in Elmore County is Rachel's Challenge. Rachel's Challenge is a series of student empowering programs and strategies that equip students to combat bullying and allay feelings of isolation and despair by creating a culture of kindness and compassion. We have created a Friends of Rachel's Club in which students can participate in activities on campus that are centered on anti-bullying and kindness. Students organized a vigil for Sandy Hook and volunteered to feed the needy.

Finally, Holtville High School also has an Agriculture Program that has been recognized state-wide. Our Agriculture teacher conducts workshops during the summer for other Agriculture teachers in Alabama. In addition, the students grow fresh vegetables in a garden to sell to the community at a discounted price.

### **4. Engaging Families and Communities:**

Holtville High School's goal to keep our parents, students and community informed is addressed in our mission statement. We make every effort to keep students, parents, and the community informed of student success and school improvement. Student successes and school improvement efforts are celebrated through our daily school announcements, School Messenger, school website, Facebook, The Wetumpka Herald, and school board meetings. Parents are encouraged to utilize the school's website and to contact teachers via email. Teachers and administrators make phone calls and use email regularly regarding individual student progress. This has helped improve student performance and our relationship with students' homes. Teachers update their web pages to reflect classroom assignments, projects, and homework help. The administrators/counselor conference with students to discuss their performance in the classroom, discuss and analyze Alabama High School Graduation Exam and other assessment results such as the ACT or AP exams, and celebrate their successes. Parents receive immediate feedback regarding test results and are encouraged to meet with the counselor or an administrator if they need further assistance.

Strengths and weaknesses are recognized and addressed in our Continuous Improvement Plan (CIP). The CIP is posted on the school's website for the community. A CIP bulletin board is created to inform students, parents, and visitors about our goals and strategies to achieve those goals. In addition, a CIP Newsletter, which is also visible in every classroom, is created to inform parents and students of our goals and strategies.

We have a great working relationship with Holtville Middle School to communicate with incoming freshmen and their parents. The counselor conducts an orientation during the school day with incoming eighth graders to discuss their academic path at HHS and conducts a parent orientation after school to inform parents of classes and programs we have to offer and what to expect at HHS. We utilize EXPLORE and ARMT+ data, teacher recommendations, and parent input for placement of incoming freshmen. Parents and the community are always welcome at HHS.

Finally, while not officially a part of HHS, many activities provided by the community for the youth utilize HHS facilities. We take great pride in being able to maintain an agreement and positive relationship with these youth programs as they use our facilities to allow the children of Holtville to experience positive programs.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Holtville High School's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses. Holtville High has an instructional program based upon student need and high expectations for learning that prepares students for college and career readiness. The curriculum is taught using the Alabama Course of Study (ACOS), Alabama High School Graduation Exam (AHSGE) standards, and Math College and Career Readiness Standards as well as data gathered by county assessments. Our curriculum guides are currently being revised to reflect the English College and Career Ready Standards and ACT standards.

HHS has four diploma options: Standard, Advanced, Advanced with Honors Endorsement, and the Alabama Occupational Diploma (AOD). All students pursuing any diploma must take four courses in English Language Arts, Mathematics, Science, and Social Studies. In addition, students must take Physical Education, Health, Computer Applications, Fine Arts, and Electives. The number of elective credits will be determined by the diploma type a student is working towards. Graduation requirements for 2013-2014 incoming freshmen have changed in accordance with PLAN 2020.

In Math, we offer Algebra IA, Algebra IB, Geometry, Algebra II, Algebra II with Trigonometry, Algebraic Connections, Pre-Calculus, and AP Calculus. In Science, we offer Biology, Environmental Science, Chemistry, Physics, Anatomy and Physiology, AP Chemistry, and AP Biology. In Social Studies, we offer World History, American History I and II, Government, Economics, and AP United States History. In English Language Arts, students are exposed to literature, writing and composition, grammar, research skills, listening and speaking skills, and vocabulary. Students focus on World Literature in the ninth grade, American Literature in tenth and eleventh grade, and British Literature in twelfth grade. Teachers also use supplemental literature for book studies and poetry.

Students pursuing the Advanced Diploma must take two courses of foreign language and Algebra II with Trigonometry as well as another math elective. We offer Spanish I, II, and III on site but students have the option to take other foreign languages via distance learning. Students pursuing the Advanced Diploma with Honors Endorsement must take two courses of foreign languages, Algebra II with Trigonometry as well as an Honors Math elective.

Students pursuing the Advanced Diploma with Honors Endorsement can take Pre-Calculus or AP Calculus which depends on their previous math courses. In addition, student must take all Honor courses in English, Math, Social Studies, and Science. In Science, students can take Advanced Anatomy and Physiology, Physics, AP Chemistry, and/or AP Biology. In English, students can take AP English Language and Composition or Dual Enrollment (English) for college credit. In Social Studies, students can take AP History or Dual Enrollment (American Government/Microeconomics) for college credit.

The Alabama Occupational Diploma (AOD) is a diploma option for students with disabilities. The AOD provides for meaningful inclusion of students with disabilities in the general education classroom, community, and workplace, thereby achieving increased independence, and a post-school goal of employment. The AOD prepares students with disabilities to become productive and contributing citizens. HHS sets high expectations for our students with disabilities by emphasizing challenging academic standards, personal responsibility, employability skills, and job placement.

HHS offers the following elective courses: Band (marching and concert), Music Theory, Survey of Arts, Agriscience, Framing and Construction Finishing, Horticulture, Turf Grass Management, Food and Nutrition, Personal Finance, Parenting, Chemistry of Food, Marketing, Workforce Essentials, Management, Business Technology Applications, Law in Society, Yearbook, Freshmen Seminar and

Driver's Education. Our band has been honored with several awards and many of our students have received college scholarships for band. Our Agriscience Department has been recognized state wide and students and the teacher have received many awards.

## **2. Reading/English:**

The language arts program at Holtville High School is designed around the Alabama Course of Study, the Elmore County curriculum and pacing guide, and the requirements of the Alabama High School Graduation Exam. We began training for the common core standards, which will be added in the 2013-14 school year. Holtville High School has four highly qualified English teachers. We offer ninth through twelfth grade literature that spans from World Literature, American Literature, and British Literature. In addition, the courses include grammar, writing, research, and vocabulary instruction. Honor courses with more rigorous assignments are offered in each grade level and AP Language and Composition is offered to eleventh and twelfth grade students. Students also have the opportunity to take online courses through Alabama ACCESS Distance Learning Program and dual-enrollment classes for college credit.

To improve reading skills for those students reading below grade level, we use parallel texts, peer tutors, after-school tutoring and remediation, and when necessary reading remediation classes. English teachers work with the media specialist, special education teachers and the county reading specialists to learn strategies and gather appropriate resources. We also help students select individual reading materials to nurture their reading by assigning more difficult text to students reading above grade level

Instructional methods are varied and include the use of technology, lecture, projects, group collaboration, and differentiated instruction. In addition to these methods, the four teachers use common, grade-level resources for vocabulary and grammar instruction. The continuity of the vocabulary program allows increased rigor as from grade to grade. Daily Grammar Practice is used as an opening exercise in all English classes that offers consistency in instruction. Both of these strategies offer the advantage of scaffolding and have strengthened the vocabulary and grammar skills of all students. Pre and post assessments are administered to ninth and tenth grade students.

The most important aspect of meeting reading needs is the fact that this area is not confined to the English Department but is a whole school commitment. All content areas use three common reading strategies: before/during/after reading activities, chunking, and turn and talk. In addition, all teachers use two content area appropriate instructional strategies chosen from the strategies found in Teach like a Champion. The English department teachers chose to incorporate "cold call" and "I don't know" as an unacceptable answer strategies to improve student involvement and learning.

## **3. Mathematics:**

The mathematics department at Holtville High School consists of three teachers. The curriculum at Holtville is determined by the Alabama State Course of Study and Common Core Readiness Standards. Our courses consist of Algebra IA, Algebra IB, Algebra II, Algebra II with Trigonometry, Geometry, and Pre-Calculus, and AP Calculus. We offer honors and standard courses to meet the needs of our students. All students are required to take four mathematics courses including Algebra I and Geometry in order to fulfill their graduation requirements.

The math track that students take is based on their strengths and weaknesses in math. Some incoming freshmen that took Algebra in eighth grade tend to take Geometry in the ninth grade or they take Algebra I Honors. The math track for students on the standard diploma is Algebra IA, Algebra IB, Geometry, and Algebra II or Algebraic Connections. Instruction in our math courses is intensive and explicit to ensure that all students grasp the math skills that are taught. The math department gives a diagnostic test (Global Scholar) three times a year to determine the level at which students are functioning academically. Through Response to Instruction (RtI), students are identified who need additional help in mathematics. The students receive reinforced instruction, peer tutoring, after school tutoring, and individualized

instruction. Test results from the Alabama High School Exam (AHSGE) are used to determine which students need remediation for standards that they have not mastered. Students receive remediation before and after school as well as during the summer.

Instructional methods of the math department include lecture, differentiated instruction, guided practice and cooperative learning. As a department, bell ringers are incorporated into lessons at the beginning of the class just as a review from previous taught material. This also gives the teachers an opportunity to assess weaknesses and strengths, give standardized test practice, and cover prerequisite skills that may be necessary for the day's lesson. In addition, math teachers work and collaborate daily with special education teachers. As a faculty, we are actively involved in a book study, *Teach like a Champion* by Doug Lemov. The math department is currently incorporating different teaching strategies used throughout the book. In addition to classroom instruction, each teacher offers before and after school tutoring.

#### **4. Additional Curriculum Area:**

History teachers at Holtville High School uphold the mission statement by having a partnership with the parents/community and providing the students with the skills to increase their abilities, develop responsibility, and promote academic and social development. Students learn about World History, American History, Government, and Economics throughout their academic career at Holtville. The courses help students see how change has affected not only their community, but also the world they live in. The Social Science courses help students see those individuals in the past who have struggled to overcome all types of odds to make a change for the better and unfortunately, even changes for the worse. Students see that life is not necessarily easy, but that everyone has struggles, which hopefully gives them the knowledge and reassurance that they too will and can change themselves, as well as the environment in which they live.

The history and social science classes attempt to encourage various responsibilities through historical presentations of period events, whereby students work together, to accomplish the final product. The students learn through peer groups which allow them to build relationships with other students so that different thoughts and ideals will hopefully be ascertained and examined to help the students grow individually.

The purpose of all of our Social Science classes is to help students gain a better understanding of the world, by examining the reasons and/or actions that have put the world in its current state. Students learn through lectures, debates, peer groups, differentiated instruction, and the use of technology by creating podcasts and presentations. Students also use technology for research to complete projects and learn about the stock market in economics. Students get real life experience by buying/selling stock and it gives them a sense of ownership. The classes also encourage students to take action and be a voice for circumstances of change within the school and community, through participation with Student Government, volunteering with clubs in the community, and stepping up in school with anti-bullying campaigns. The most important goal of the social science classes is to help our students become productive, engaged, and active citizens. Our goals as teachers is to hopefully help our students want to learn more about the world around them and participate in helping to make the world a better place for them and their fellow man.

#### **5. Instructional Methods:**

Holtville High School (HHS) uses a variety of instructional methods to meet the needs of all of our students. Students learn content standards that prepare them for college, military, and/or the workforce. Our teachers are our main source of instruction. Being that our school is small and most students take a class with every teacher in the school, the relationship between the students and teacher is the key to our success. Our teachers get to know our students personally and academically. Teachers know the students' strengths and weaknesses and are committed to their success. Lesson plans are designed for all learning styles. In addition to the teachers, the administrators and counselor are also aware of the needs of the

students. Every teacher in the school uses strategic teaching strategies such as turn and talk and chunking. It is a school-wide team effort.

Our curriculum is supported by technology. We have five classrooms with Smart Boards and many of our classrooms are fitted with a Mimeo. All classrooms have a document camera and mounted overhead projector to aide classroom instruction. HHS has an iPod cart with 25 iPods to aide students with podcasts and to provide assistance in English classes by allowing students to listen to books. We also have access to four computer labs and Computers on Wheels (COW) that is specifically dedicated to ACCESS for distance learning. Students use technology for research, projects, presentations, and online assessments. More of our teachers are using online assessments in order to get immediate feedback so that they can adjust their instruction as needed.

As an extension to classroom instruction, students receive additional support through differentiated instruction, one on one, small group instruction, and remediation. Students that are struggling are referred to the Problem Solving Team (PST). The PST consists of the assistant principal, counselor, student services facilitator, and two classroom teachers. Information such as current grades and attendance is discussed for each student. The team makes recommendations such as peer tutoring, pairing the student with a mentor teacher or administrator, or providing additional individualized instruction. Parents are also contacted via email, phone call, or letter throughout this process.

HHS makes every effort to ensure that our students are successful by maintaining their grades, keeping parents informed, and making sure that they are receiving sound and rigorous instruction.

## **6. Professional Development:**

Administrators, teachers, and staff have an array of opportunities for professional development on the school, district, and state level. On the school level, teachers are involved in department meetings that focus on the teaching strategies, failing students, continuous improvement, and upcoming events. Teachers meet once a month during 8th period.

Department chairs, administrators, counselor, and other select teachers make up our Building Leadership Team (BLT). The BLT meets once a month and serves as the leadership team that makes important decisions pertaining to student achievement and the success of the school. Teachers receive professional development on new technology such as PD 360 and mybigcampus.com. In addition, teachers at Holtville High School participate in book studies. In our latest book study, *Teach like a Champion*, teachers read the book and presented parts that were most helpful to them. Also, all teachers are incorporating two strategies from the book in their classroom.

At the district level, teachers participate in in-services throughout the school year in which they collaborate with other teachers in the county. Teachers learn a variety of new information which include vertical articulation from grade to grade, new technology, Common Core Readiness Standards, best teaching practices, and strategic teaching strategies. Teachers are able to take the information they have learned and share with other teachers in their department for use in their classroom. Veteran teachers that serve as mentor teachers are involved in professional development with the Elmore County Public Schools Mentoring Specialist. They provide professional development to novice teachers and collaborate with them daily. In addition, the mentor and mentee participate in book studies.

At the state level, teachers participate in workshops or online courses via East Alabama Regional In-service Center (EARIC). Teachers can keep up with the latest trends in education and receive credit for certification purposes. Holtville High School (HHS) participates in Alabama Science in Motion. The goal of Science in Motion is to provide high-tech laboratory experiences for students and effective professional development for teachers.



The school as a whole makes every attempt to expand our learning through professional development. Teachers learn and then utilize the knowledge they have acquired in the classroom. Professional development is very important at HHS because it keeps the classroom instruction fresh and relevant to students and helps them improve their performance.

## **7. School Leadership:**

Holtville High School (HHS) is a community school and the leadership is a shared relationship with the administrators, counselor, teachers, staff, students, parents, and the community. We have a Building Leadership Team (BLT) that is committed to the success of the school. It consists of teachers from each core subject, a special education teacher, elective teachers, librarian, secretary, bookkeeper, counselor, administrators, students, and parents. As a team, we look at the school's weaknesses and strengths in order to set goals for HHS. The BLT helps make school decisions ranging from curriculum to daily events on campus.

The school's administration is comprised of one principal and one assistant principal. The administrators have a shared vision which sets high expectations for the students and teachers. The administrators have established school-wide rules: RESPECTFUL, RESPONSIBLE, AND READY. The school wants the students and teachers to be respectful of each other, display personal responsibility, and be ready in every situation they encounter at HHS. Administrators are highly visible throughout the school day by visiting classrooms to ensure academic rigor, making sure students are engaged, and best practices are being utilized by teachers. Student achievement is our #1 priority and we believe in celebrating student achievement in academics, sports, performing arts, or in the community. Holtville's leadership wants students and teachers to thrive and grow.

The school has one counselor and one librarian. The counselor provides small group and individual counseling. The counselor wears many hats but is most helpful with assisting students decide what career path is best for them, preparing for testing, filling out college applications, and providing them with financial aid assistance. The librarian is an excellent resource for all teachers. She provides teachers with technology support and nurtures the students with all genres of reading.

To bridge the home and school connection, parents have access to the iNow Parent Portal, which allows them to view their child's grades at any time. Parents have access to the school's website where they can email teachers with questions and concerns. The school also sends home progress reports every four weeks and students receive a report card every nine weeks. The school keeps parents, students, and the community updated via Facebook with daily or weekly updates. Parents are always welcomed to visit the school and most parents attend sporting events where they have the opportunity to interact with administrators and teachers.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Alabama High School Graduation Exam

Edition/Publication Year: 3rd Edition/ 1999 Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level III and IV	100	86	83	90	92
Level IV	37	18	25	23	16
Number of students tested	114	117	113	117	102
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III and IV	100	83	66	88	82
Level IV	31	31	6	13	0
Number of students tested	62	49	46	42	35
<b>2. African American Students</b>					
Level III and IV	Masked	54	62	100	Masked
Level IV	Masked	9	5	9	Masked
Number of students tested	9	12	10	11	7
<b>3. Hispanic or Latino Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Alabama High School Graduation Exam

Edition/Publication Year: 3rd Edition/1999 Publisher: McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level III and IV	100	82	84	85	90
Level IV	25	13	18	18	24
Number of students tested	116	108	122	121	105
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III and IV	100	80	69	82	77
Level IV	19	20	13	25	21
Number of students tested	63	45	46	42	35
<b>2. African American Students</b>					
Level III and IV	63	55	58	72	46
Level IV	19	0	12	9	2
Number of students tested	16	15	17	16	15
<b>3. Hispanic or Latino Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>6.</b>					
Level III and IV					
Level IV					
Number of students tested					
<b>NOTES:</b> In 2011-2012 the reason for the 63% passing rate for African American students despite the 100% for All Students is for that particular year, the African American subgroup for HHS was too small (16 students) to register data for the state department. In addition, when dealing with small subgroups it is important to understand that changes by one student from year to year can cause large changes in the percentage of students passing. When dealing with 16 students each student represents 5% to 6%, which is significant.					